DOCUMENT RESUME

ED 086 771 UD 014 030

TITLE	Annual Report of Programs for the Disadvantaged in Texas. ESEA Title I, 1972-73.
INSTITUTION	Texas Education Agency, Austin. Div. of Evaluation.
PUB DATE	Nov 73
NOTE	36p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Academic Achievement; *Disadvantaged Youth; Elementary Education; Mathematics Instruction; *Nonpublic School Aid; Paraprofessional School Personnel; *Program Costs; *Program Evaluation; Pupil Personnel Services; Reading Instruction; Secondary Education; State Surveys; Summer Programs
IDENTIFIERS	Elementary Secondary Education Act Title I; ESEA Title I Programs; *Texas

ABSTRACT

Learning problems of 392,317 students in Texas were diagnosed as being severe enough to require special treatment under the Elementary and Secondary Education Act of 1965, Title I Regular, during the 1972-73 school year. This number, 14 percent of the 2.8 million students enrolled in public schools in Texas, represented a concentrated effort to serve pupils with the greatest needs on identified campuses which received a total of 60.2 million dollars from this funding source. According to a random sampling of school districts which received E.S.E.A., Title I funds, test data to provide evidence of the effect of these funds in the areas of reading and mathematics were received from 79 percent of these districts and represented 14 percent of the estimated 285,000 students served in reading and mathematics programs. Test data available revealed that the combined strategies in reading yielded, on the average, 0.8 of one month's gain per each month of instruction and in mathematics, 0.7 of one month's gain per month of instruction. More than 80 percent of all E.S.E.A., Title I funds were expended for instruction. Reading received the largest proportion of these instructional fund (61.7 percent). In nonpublic schools, approximately 90 percent of all funds expended were for instruction. Approximately 36,500 students were served in summer school operations. (Author/JM)

ED 086771

Annual Report of Programs for the Disadvantaged in Texas ESEA, Title I

1972-73

Division of Evaluation
201 East 11th Street
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November, 1973

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Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin; and

(6) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

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FOREWORD

Learning problems of 392,317 students in Texas were diagnosed as being severe enough to require special treatment under the Elementary and Secondary Education Act of 1965, Title I Regular, during the 1972-73 school year. This number represented 14 percent of the 2.8 million students enrolled in public schools in Texas. The number of students served did not represent the total number of students who could be classed as educationally disadvantaged, but represented a concentrated effort to serve pupils with the greatest needs on identified campuses which received a total of $60.2 million from this funding source. Federal law requires that evidence of the effect of expenditure of ESEA, Title I funds be submitted by each school district each year that a district receives these funds. According to a random sampling of school districts which received ESEA, Title I funds, test data to provide evidence of the effect of these funds in the areas of reading and mathematics were received from 79 percent of these districts and represented 14 percent of the estimated 285,000 students served in reading and mathematics programs. Based on this evidence, it can be concluded that the Texas Education Agency has met legal reporting requirements; however, continued effort needs to be directed toward obtaining more test data which would provide information for use by decision makers as to the effect of various instructional strategies on the achievement of students in the areas of reading and mathematics. Test data available revealed that the combined strategies in reading yielded, on the average, .8 of one month's gain per each month of instruction and in mathematics, .7 of one month's gain per each month of instruction.

More than 80 percent of all ESEA, Title I funds were expended for instruction. Reading received the largest portion of these instructional funds (61.7%). However, instructional activities were funded in other areas including preschool (7.9%), mathematics (9.1%), English/language arts (9.5%), with the remaining (11.8%) going to other activities as listed in Table 6. In nonpublic schools, approximately 90 percent of all funds expended were for instruction. Approximately 36,500 students were served in summer programs. Four percent of the ESEA, Title I funds were expended on summer school operations in approximately the same ratio by area of expenditure as during the regular term programs.

Less than 12 percent of ESEA, Title I funds were expended for pupil services, yet more than 80 percent of the identified ESEA, Title I pupils received at least one service aimed at reducing problems that tend to hinder academic progress. Less than 1 percent (.7%) of ESEA, Title I funds were spent on staff development activities, but 54 percent of the teachers in the instructional program participated in activities designed for teaching the disadvantaged.

Evaluation reports from school districts were used by the Division of Program Funds Management in reviewing the Consolidated Application for State and Federal Assistance for Fiscal Year 1974. Although Federal funds received by the State of Texas are not fully adequate to meet all diagnosed needs of educationally disadvantaged students, a judicious effort is being made to plan, implement, and evaluate programs which attempt to optimize student benefit from expenditure of available funds.

J. W. Edgar
Commissioner of Education

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INTRODUCTION

The eighth year of funding of programs for educationally disadvantaged children under ESEA, Title I Regular has seen a decrease in both the number of children served and the number of districts in which these types of programs were made available. Since the inception of the legislation providing this funding, an attempt has been made to focus programs on those pupils with the greatest educational disadvantagement. An intense effort to identify those pupils with the greatest need was launched during the past two years after it was recognized that precise statements of pupil needs were lacking. The identification of program objectives was deemed necessary to assure that program efforts were directed toward the highest priority needs of the students.

The Texas Education Agency perceives the goal of the programs funded under ESEA, Title I as the provision of instruction and services to those pupils with the greatest incidence of educational need in order that these pupils may be assured of progress in school. Two basic assumptions proceed from this goal. First, both pupil services and instruction will be provided to some number of pupils in some number of districts, and second, these services and instruction will assure that these pupils make progress in school. The implication which can be made from these assumptions is that pupil progress will be of sufficient quantity that these children will remain in school until graduation.

The purpose, then, to be served through the provision of Title I funds is to eliminate the barriers to normal academic progress so that children are able to remain with their peer groups as they progress toward graduation or the completion of an educational program which will provide them an adequate background to meet the challenges of the competitive world. This report is an effort to provide information about how resources have been utilized for the benefit of disadvantaged children in Texas schools during the 1972-73 school year.

Table 1 provides an overview of the number of districts providing programs through the use of ESEA, Title I funds and the number of pupils who participated in these programs. The number of pupils who were served by these programs decreased by approximately nine percent from FY 72 to FY 73.

Information reported in the following pages for the programs operated during the regular school term was analyzed from 100 school districts in the State which operated such programs. However, [illegible]stricts in Texas which operated such programs complied with the Federal regulations that state that an annual report will be submitted to the State education agency.

All information received from the nine districts in Texas having an ADA of 35,000 and over was used in compiling this report. A stratified random sample was used by the Texas Education Agency for purposes of reporting information on Title I funded programs in districts of less than 35,000 ADA. The sample was selected by district size according to the following criteria:

TABLE 1

BASIC STATE STATISTICS, ESEA, TITLE I

	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73
Number of School Districts in State	1,330	1,303	1,273	1,242	1,227	1,187	1,161	1,149
Number of School Districts with Title I Funded Projects	1,133	1,155	1,157	1,107	1,091	1,061	1,045	1,025
Percent of Total School Districts Having Projects Funded from ESEA, Title I	85.1%	88.6%	90.8%	89.1%	88.9%	89.4%	90.0%	89.4%
Number of Regular Projects	611	716	750	749	763	849	762	750
Number of Cooperative Projects	151	124	115	100	91	84	80	80
Number of Schools in Cooperative Projects	474	439	407	358	328	296	283	275
Total State Enrollment of Public Schools	2,493,390	2,554,308	2,615,623	2,682,229	2,728,007	2,803,771	2,822,446	2,833,009
Total Direct Participants in Title I Funded Projects in Public Schools	415,011	421,211	438,704	598,080	467,858	421,277	429,257	392,317
Percent of State Enrollment Directly Participating	16.6%	16.5%	16.8%	22.3%	19.3%	15.0%	15.2%	13.8%

(1) 50 percent of the districts (18) having an ADA of 9,000 to 34,999

(2) 25 percent of the districts (19) having an ADA of 3,000 to 8,999

(3) 10 percent of all districts (54) having an ADA of less than 3,000

The data received from districts in this sample on the Annual Information Report of Programs Funded Through ESEA, Title I Regular, Regular Term 1972-73 were weighted to derive statewide figures. Weighting factors were derived on the basis of pupils who participated in programs and dollars expended in providing these programs. Tables 2 and 3 present the data utilized in arriving at the weighting factors which were applied to data elements received from the sample districts. Also shown in these tables are number of participants and expenditures from districts of 35,000 ADA and over. All information received from these 100 districts was carefully examined for accuracy and validity. Numerous contacts with local school personnel were made in order to verify information received and to increase the reliability of information which was to be reported.

Data are presented in most instances for districts 35,000 ADA and over (Strata I districts) and districts less than 35,000 ADA (Strata II Districts), as well as for the State. The data shown for Strata II districts are those derived from the weighting process explained on the previous page. Examination of data received in past years has shown that there are differences in programs provided to pupils in the nine largest school districts in the State (districts having an ADA of 35,000 and over and predominantly urban, inner city districts) and all other districts.

Information shown in this report from summer programs and programs operated in nonpublic schools was collected and tallied from all districts operating such programs.

TABLE 2

PARTICIPATION IN PROGRAMS FUNDED THROUGH ESEA, TITLE I
BY AVERAGE DAILY ATTENDANCE (ADA) OF SCHOOL DISTRICTS

SIZE OF DISTRICT	NUMBER OF PARTICIPANTS IN SAMPLE DISTRICTS	NUMBER OF PARTICIPANTS IN NONSAMPLE DISTRICTS	TOTAL NUMBER OF PARTICIPANTS	PERCENT SAMPLE PARTICIPANTS OF TOTAL PARTICIPANTS*
35,000 ADA and over	97,059	-	97,059	100.00%
9,000 - 34,999 ADA	32,592	35,999	68,591	47.52
3,000 - 8,999 ADA	18,059	58,612	76,671	23.55
Under 3,000 ADA	11,579	138,417	149,996	7.72

*The percentages shown in this column were applied to all data elements reflecting number of pupils in the sample districts. All data were used as received from districts of 35,000 and over ADA; this group of districts was not sampled.

TABLE 3

EXPENDITURE OF ESEA, TITLE I FUNDS
BY AVERAGE DAILY ATTENDANCE (ADA) OF SCHOOL DISTRICTS

SIZE OF DISTRICT	EXPENDITURES BY DISTRICTS IN SAMPLE	EXPENDITURES BY NONSAMPLE DISTRICTS	TOTAL EXPENDITURES	PERCENT SAMPLE EXPENDITURES OF TOTAL EXPENDITURES*
35,000 ADA and over	$15,282,408	-	$15,282,408	100.00%
9,000 - 34,999 ADA	5,181,474	$ 4,488,986	9,670,460	53.58
3,000 - 8,999 ADA	2,433,944	3,577,440	11,011,384	22.10
Under 3,000 ADA	1,857,699	18,835,150	20,692,849	8.98

*The percentages shown in this column were applied to all data elements reflecting expenditures of funds by districts included in the sample districts. All data were used as received from districts of 35,000 ADA and over; this group of districts was not sampled.

PARTICIPATION IN ESEA, TITLE I FUNDED PROGRAMS

Table 4 presents the number of pupils who were served by the use of ESEA, Title I funds by grade level for all districts in the State, as well as the two groupings of districts by size.

In districts 35,000 ADA and over, 84.6 percent of all participants were in Grades Prekindergarten through Six. In the smaller districts, 74.7 percent of the participants were in Grades Prekindergarten through Six. An additional 15 percent of the pupils served in the Strata II districts were in Grades Seven and Eight. One of the stated objectives of the Title I program, as administered in Texas, was to serve a greater percent of elementary level pupils than secondary level pupils in the hope that early treatment of educational problems would result in a reduction of need as the pupil proceeded through an educational program.

Table 5 presents data on participation of pupils in programs by the ethnicity of the pupils. The ethnicity of the pupils served in each of Strata I and II is a factor of the population of the areas in which the districts are located and was not an attempt to include or exclude any particular ethnic group in these programs. However, it has always been assumed that more minority group children would be served by Title I funded programs than majority group children. The passage of the Elementary and Secondary Education Act in 1965 was based on the principle that the educational problems of minority group children must be eliminated.

TABLE 4

PARTICIPANTS IN ESEA, TITLE I FUNDED
PROGRAMS BY GRADE LEVEL

	PARTICIPANTS IN ALL DISTRICTS		PARTICIPANTS IN STRATA I DISTRICTS*		PARTICIPANTS IN STRATA II DISTRICTS**	
GRADE LEVEL	NUMBER	PERCENT OF TOTAL	NUMBER	PERCENT OF TOTAL	NUMBER	PERCENT OF TOTAL
Per-K	4,412	1.1	1,793	1.8	2,619	.9
Kinder-garten	27,848	7.1	7,751	8.0	20,097	6.8
1	44,063	11.2	14,034	14.5	30,029	10.1
2	51,837	13.2	15,031	15.5	36,806	13.1
3	47,599	12.1	13,459	13.9	34,140	11.6
4	47,465	12.1	13,455	13.9	34,010	11.5
5	39,800	10.2	7,566	7.8	32,234	10.9
6	38,085	9.7	8,932	9.2	29,153	9.8
7	28,707	7.3	5,135	5.3	23,572	8.0
8	25,093	6.4	3,929	4.0	21,164	7.1
9	9,755	2.5	1,654	1.7	8,101	2.7
10	5,744	1.5	1,013	1.0	4,731	1.6
11	4,839	1.2	868	.9	3,971	1.3
12	3,987	1.0	791	.8	3,196	1.1
Ungraded	3,877	1.0	260	.3	3,617	1.2
Special Ed.	9,206	2.4	1,388	1.4	7,818	2.6
TOTAL	392,317	100.0	97,059	100.0	295,258	100.0

*Strata I Districts - Districts having an ADA of 35,000 and over
**Strata II Districts - Districts having an ADA of less than 35,000

TABLE 5

PARTICIPANTS IN ESEA, TITLE I FUNDED
PROGRAMS BY ETHNICITY

ETHNICITY	ALL DISTRICTS		STRATA I DISTRICTS*		STRATA II DISTRICTS**	
	Number	Percent	Number	Percent	Number	Percent
Spanish-surnamed	191,499	48.8%	42,254	43.5%	149,245	50.5%
Negro	120,823	30.8	48,092	49.6	72,731	24.6
Other	79,995	20.4	6,713	6.9	73,282	24.8
Total	392,317	100.0	97,059	100.0	295,258	100.0

*Strata I Districts - Districts having an ADA of 35,000 and over
**Strata II Districts - Districts having an ADA of less than 35,000

INSTRUCTIONAL ACTIVITIES

The alleviation of educational problems is the objectives toward which Title I funds are to be concentrated. Use of funds to accomplish other objectives is incidental to the purpose of increasing educational gains. Therefore all pupils identified as educationally disadvantaged and eligible to receive the benefits of Title I funds should be served in an instructional program. However, according to information collected in the Annual Information Report of Programs Funded Through ESEA, Title I Regular, Regular Term, 1972-73, 17 percent of all those pupils identified as Title I participants in Strata II districts received no instruction which was funded through Title I. In Strata I districts, 7 percent of the identified participants were not in Title I funded instructional activities.

Table 6 provides information on those pupils participating in instructional activities as well as the percent of total participants receiving treatment in each area. Instructional treatment provided through Title I is presumed to be supplemental in nature and designed to give a pupil additional help in areas in which he exhibits weaknesses. All pupils identified as needing this supplemental instruction should also be involved in the regular school program and receiving the same benefits as non-Title I pupils. Information collected from school districts, however, does not provide an indication of the extent to which the disadvantaged pupil is served by the regular school program.

The figure on page 10 presents the percent of total Title I instructional dollars expended for each instructional activity. In Strata I districts, 71 percent of all instructional dollars were expended in the areas of reading, math, and English language arts compared to 83 percent expended in these areas in Strata II districts. Compared to the smaller districts, the Strata I districts expended a relatively large percent of their Title I instructional dollars in the area of preschool education. However, almost all of the preschool age children identified as eligible for Title I programs were involved in instructional activities in the Strata I districts, whereas only 54 percent of the preschool age children in Strata II districts were involved in Title I funded instructional programs. Therefore it must be noted that approximately one-half of the preschool age children in the smaller districts received no educational benefits from Title I other than those which were accrued through the provision of pupil services.

Table 7 reflects the per pupil cost of instructional activities from Title I funds only and the per pupil cost of the activities when funds from all other sources were utilized in conjunction with Title I funds. In almost all instances, except the area of natural science/social science programs in Strata I districts, other funds were used in conjunction with Title I funds in providing supplementary instruction to educationally disadvantaged pupils. These funds included other Federal funds as well as state and local funds, increasing the per pupil expenditures substantially for several of the instructional activities.

TABLE 6

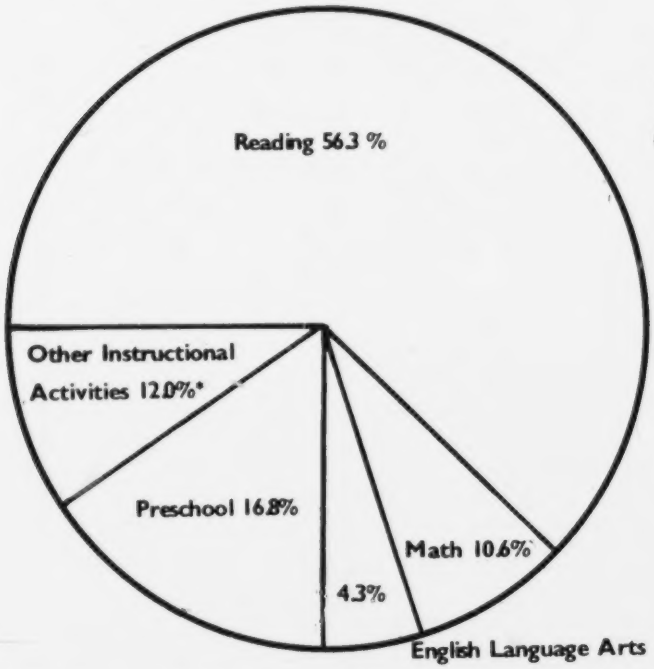
PARTICIPATION IN INSTRUCTIONAL ACTIVITIES FUNDED THROUGH ESEA, TITLE I

INSTRUCTIONAL ACTIVITY	ALL DISTRICTS		STRATA I DISTRICTS*		STRATA II DISTRICTS**	
	Number of Participants	Percent of Total Participants	Number of Participants	Percent of Total Participants	Number of Participants	Percent of Total Participants
Reading	231,970	59.1%	54,742	56.4%	177,228	60.0%
Math	53,370	13.6	21,424	22.1	31,946	10.8
English Language Arts	90,798	36.3	21,326	24.4	69,472	25.5
Oral Language/ Language Development	50,061	20.0	8,756	10.0	41,305	15.2
Preschool	21,790	67.5	9,411	98.6	12,379	54.4
Natural Sciences/ Social Sciences	24,729	9.9	6,311	7.2	18,418	6.8
Enrichment Experiences	53,153	21.3	29,291	33.5	23,862	8.7
Physical Education, Health, Safety, Recreation	16,287	6.5	5,402	6.2	10,885	4.0
Special Education	4,203	1.7	255	.3	3,948	1.4
Bilingual Education	10,833	4.3	4,465	5.1	6,368	2.3

*Strata I Districts - Districts having an ADA of 35,000 and over
**Strata II Districts - Districts having an ADA of less than 35,000

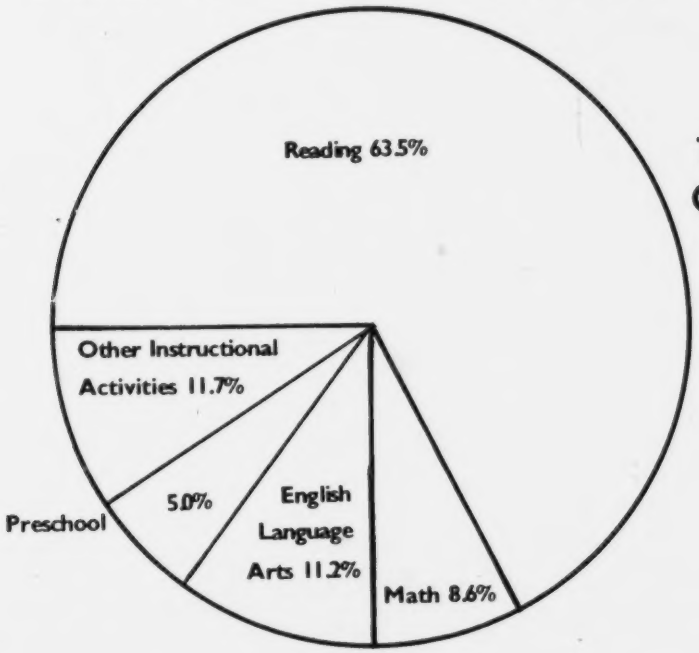
Cost of Instructional Activities from ESEA, Title I

Districts With 35,000 ADA and Over



Total Instructional Cost-$11,302,850

Districts With Less Than 35,000ADA



Total Instructional Cost-$34,129,565

*Other Instructional Activities "Include Oral Language/Language Development, Natural Sciences/ Social Sciences, Enrichment Experiences, Physical & Health Education, Special Education, Bilingual Education.

TABLE 7

COST OF INSTRUCTIONAL ACTIVITIES PER PUPIL

INSTRUCTIONAL ACTIVITY	ALL DISTRICTS		STRATA I DISTRICTS*		STRATA II DISTRICTS**	
	PER PUPIL COST FROM TITLE I	PER PUPIL COST FROM ALL SOURCES	PER PUPIL COST FROM TITLE I	PER PUPIL COST FROM ALL SOURCES	TITLE I	PER PUPIL COST FROM ALL SOURCES
Reading	$120.90	$149.76	$116.25	$166.76	$122.34	$144.51
Math	77.83	114.67	55.93	108.13	92.50	119.06
English Language Arts	47.32	64.46	22.82	25.74	54.83	76.34
Oral Language/ Language Development	47.95	59.74	32.36	50.20	51.25	61.76
Preschool	165.65	284.64	201.52	322.61	138.37	255.78
Natural Sciences/ Social Sciences	24.21	32.84	18.89	18.89	26.03	37.61
Enrichment Experiences	12.66	15.05	4.10	5.06	23.16	27.31
Physical Education, Health, Safety, Recreation	29.09	36.61	9.75	12.89	27.32	37.00
Special Education	48.94	170.11	59.61	213.61	48.26	167.31
Bilingual Education	77.17	175.12	113.06	342.04	52.01	58.07

*Strata I Districts - Districts having an ADA OF 35,000 and over
**Strata II Districts - Districts having an ADA of less than 35,000

The per pupil costs for reading activities for the two groups of districts do not vary greatly; however, the difference expended per pupil in Title I funds in Strata II districts for math activities is 40 percent greater than the expended in the Strata I districts. The emphasis placed upon bilingual education in Strata I districts is also displayed in Table 7. The per pupil expenditure for bilingual education from Title I only is over 50 percent of that expended in Strata II districts, and the per pupil expenditure from all sources is 83 percent greater in Strata I districts than in Strata II districts.

A description of the type of activities conducted in the reading programs was requested in the Annual Information Report for each district operating such a program. The purpose to be accomplished through the examination of these descriptions was to provide information to program managers about those programs in which pupils met with the greatest degree of success. However, the descriptions received from school districts were not comprehensive to the extent that pupil treatment could be easily ascertained. The failure of the Texas Education Agency to provide guidelines to districts for use in describing their programs has lessened the opportunity to make precise distinctions between program operations. In Table 8, five basic types of instruction utilized in providing reading programs are exhibited. These categories, in some instances, were not clearly delineable, and judgments were made by Texas Education Agency personnel with very limited information. The sixth type of instruction shown in this table "unidentifiable reading techniques," includes all reading programs about which it was impossible to judge the type of instruction which was provided. The number of pupils receiving each type of reading instruction, as well as the cost per pupil from Title I and the cost per pupil from all funding sources, is shown in Table 8. These same groupings are used for purposes of examining reading test data which appear later in this report.

TABLE 8

READING PROGRAMS

TYPE OF INSTRUCTION	ALL DISTRICTS				STRATA I DISTRICTS*				STRATA II DISTRICTS**			
	Number of Participants	Percent of Total Reading Participants	COST PER PUPIL		Number of Participants	Percent of Total Reading Participants	COST PER PUPIL		Number of Participants	Percent of Total Reading Participants	COST PER PUPIL	
			ESEA, Title I	All Sources			ESEA Title I	All Sources			ESEA, Title I	All Sources
Small Group Instruction	111,034	47.9%	$130.60	$157.05	14,994	27.4%	$122.28	$225.37	96,040	54.2%	$131.90	$146.38
Instruction in Regular Classroom By Teachers and/or Aides	20,598	8.9	107.42	179.24	15,549	28.4	114.57	174.90	5,049	2.9	85.41	192.60
Utilization of Resource Teachers	1,218	.5	104.10	225.87	1,218	2.2	104.10	225.87	-	-	-	-
Utilization of Laboratory Techniques	58,077	25.0	122.12	148.02	22,137	40.4	115.35	117.21	35,940	20.3	126.29	167.00
Individualized Instruction	844	.4	81.27	189.64	844	1.5	81.27	189.64	-	-	-	-
Unidentifiable Reading Techniques	40,199	17.3	100.64	113.91	-	- -	-	-	40,199	22.7	100.64	113.91

*Strata I Districts - Districts having an ADA of 35,000 and over
**Strata II Districts - Districts having an ADA of less than 35,000

PUPIL SERVICES

Pupil services are made available to educationally disadvantaged pupils for the purpose of reducing problems which might possibly hinder the academic success of a pupil. ESEA, Title I funds are available for this purpose as well as funds from a multitude of other sources both within the school districts financial structure and other agencies administering service programs. Table 9 reflects the number and percent of all identified Title I participants who received pupil services, regardless of the source of the funds which made provision of these services possible. In Strata I districts, 95 percent of all identified Title I pupils received at least one pupil service through the school district and in Strata II districts, 76 percent of these pupils received at least one service.

As noted form Table 9, also, the total cost of providing these services from Title I was relatively small, only 12 percent of all Title I funds expended during the regular school term. It would appear that pupils' basic needs are being met in such a manner that the schools are able to direct their resources into instructional programs rather than pupil services. The extent to which these needs are being met by agencies other than the school district is reflected somewhat in the last columns of Table 9. However, district personnel completing the Annual Information Report have indicated that these data are difficult to collect and report in that their knowledge of aid provided to pupils outside the school is limited because of policies of many agencies relating to the maintenance of records.

TABLE 9

PUPIL SERVICES

TYPE OF PUPIL SERVICE	Participants in ESEA, Title I Funded Program Receiving Services From the District		COST OF PROVIDING SERVICES TO PARTICIPANTS IN ESEA, TITLE I FUNDED PROGRAMS			Participants in ESEA, Title I Funded Programs Who Received Services From Agencies other than Local School District	
	Number	Percent	ESEA, Title I	Percent of Total ESEA, Title I* Funds	Other Sources	Number	Percent
Social Services	108,058	27.5%	$1,505,441	2.7%	$ 739,590	35,433	9.0%
Clothing	34,056	8.7	337,675	.6	56,675	13,074	3.3
Transportation	101,024	25.8	276,575	.5	717,855	9,074	2.3
Fees	37,380	9.5	87,497	.2	23,158	4,978	1.3
Guidance and Counseling	161,003	41.0	2,015,467	3.6	1,361,019	18,256	4.7
Psychological Services	35,361	9.0	128,095	.2	423,378	7,407	1.9
Dental Care: Screening	178,619	45.5	620,485	1.1	361,761	19,770	5.0
Dental Care: Referral	39,053	10.0					
Dental Care: Treatment by Non-School Personnel	14,222	3.6					
Dental Care: Treatment by School Personnel	22,125	5.6					
Medical Care: Screening	231,254	58.9	1,327,482	2.3	478,663	39,186	9.9
Medical Care: Referral	49,901	12.7					
Medical Care: Treatment by Non-School Personnel	29,244	7.5					
Medical Care: Treatment by School Personnel	128,230	32.7					
Food: Breakfast	87,266	22.2	139,322	.3	2,169,800**	3,719	1.0
Food: Snack	30,191	7.7	91,649	.2	365,807**	22,663	5.8
Food: Lunch	328,168	83.6	94,590	.2	15,533,739**	8,022	2.0

*Percent of total ESEA, Title I funds expended during regular term programs.
**Includes National School Lunch Programs, Special Milk Programs, and other unidentified sources of funds.

PERSONNEL SERVING IN PROGRAMS FUNDED THROUGH ESEA, TITLE I

Table 10 indicates the number of personnel who served in programs which were funded wholly or in part through ESEA, Title I, regardless of the funding source of salaries. The percent of personnel who received special preparation for working with disadvantaged pupils is also shown. There was very little difference in the percent of personnel who received training in the districts according to size, except for training received by teacher aides. In Strata I districts, 71 percent of the teacher aides received special preparation for working with disadvantaged pupils compared to 54 percent in Strata II districts.

According to the information shown in Table 10, cost of staff development activities for personnel working in Title I funded programs, 68 percent of the total cost for all staff development activities in which these personnel participated was borne by Title I. Seventy-three percent of the total cost of staff development activities for teachers was funded through Title I. The average cost per teacher from all sources for providing staff development activities was $56 and the cost per teacher aide was $23.

TABLE 10

PERSONNEL (REGARDLESS OF FUNDING SOURCE OF SALARY)
SERVING IN PROGRAMS FUNDED THROUGH
ESEA, TITLE I

PERSONNEL POSITION	Number of Personnel Serving in Programs	Percent of Personnel Who Received Special Preparation for Working With Disadvantaged Pupils	COST OF ALL STAFF DEVELOPMENT ACTIVITIES	
			ESEA, Title I	Other
Teachers - Elementary	6,964	55%	$225,741	$79,331
Teachers - Secondary	770	47	28,985	6,955
Teachers - Elem. and Sec.	213	45	7,670	10,460
Guidance Counselors - Elementary	306	64	13,225	6,315
Guidance Counselors - Secondary	212	27	2,055	6,397
Guidance Counselors - Elem. and Sec.	184	52	1,548	2,681
Nurses	807	35	9,636	7,368
Librarians	554	32	5,012	19,662
Social Services Personnel	419	67	11,739	11,120
Other Professional Personnel	981	48	28,457	18,468
Teacher Aides	5,227	58*	73,834	29,896
Nurses Aides	197	70	4,789	919
Library Aides	617	37	9,063	3,317
Other Nonprofessional Personnel	1,082	18	7,778	2,742

*71% of all teacher aides serving in Title I funded programs in Strata I districts received special preparation for working with disadvantaged pupils.

TEST DATA

Test data from pupils in the 1972-73 ESEA, Title I funded programs lending itself toward comparability was received from 79 percent of the districts in the sample which provided supplementary reading programs funded in whole or in part through ESEA, Title I. Approximately 36.9 percent of the pupils in large (Strata I) districts and 8.5 percent of the pupils in small (Strata II) districts were tested and had test data submitted which reflected their achievement (or lack of achievement).

Reading test data which measured the success of pupils was analyzed according to the type of instruction provided by districts. The basis for dividing these into categories of programs was the program description narrative submitted in the Annual Information Report. Because there was no continuity in the way in which districts described their reading programs, the groupings are tenuous and the test data should not be used as absolute indicators of pupil success, but as guides to further research or study. The Texas Education Agency is attempting to modify its reporting style for the data collected for 1973-74 programs so that more precise judgments might be made about programs and instruction in which pupils were involved.

Data are separated into two strata. Because of the absence of direction on a statewide level about the types of tests to be used in submitting data to the Texas Education Agency for evaluation purposes, the reading test data which are used in this report are those derived from the use of the seven major standardized achievement tests most often used in Texas and include the reading comprehension (paragraph meaning) subtests and the composite (total) reading scores from tests of this nature. School districts were permitted the option of submitting data from criterion referenced tests (objective-based measurements) in lieu of the standardized tests. The number of districts reporting these kind of data on the 1972-73 programs was negligible. However, the lack of the appearance of these data in this report does not purport to lessen the possible importance of the use of these instruments by school districts.

Districts submitted test data in a format which reflects numbers of pupils according to the average gain made for each month of instruction. Tables 11 and 12 provide the average gain per month of instruction for each type of program examined. In cases where the type of instruction provided was ambiguous or no explanation was reported, the test data are shown together under "unidentifiable reading techniques." In examining these data, consideration should be given to the number of pupils in each category because of the large disparity between these numbers.

In examining the average gains per month of instruction, note should be made of United States Office of Education, ESEA, Title I evaluation reports in which it is stated that the expected gain for disadvantaged pupils in compensatory programs is .7 month per month of instruction. The gains reflected by pupils shown in Tables 11 and 12 are substantial when compared to this standard.

TABLE 11

GAINS EVIDENCED BY PUPILS IN READING PROGRAMS IN DISTRICTS
35,000 ADA AND OVER (STRATA I DISTRICTS)

GRADE LEVEL	SUBTEST	TYPE OF INSTRUCTION									
		SMALL GROUP INSTRUCTION		INSTRUCTION IN REGULAR CLASSROOM BY TEACHERS AND/OR AIDES		UTILIZATION OF RESOURCE TEACHERS		UTILIZATION OF LABORATORY TECHNIQUES		INDIVIDUALIZED INSTRUCTION	
		Number of Pupils	Gain*	Number of Pupils	Gain*	Number of Pupils	Gain*	Number of Pupils	Gain*	Number of Pupils	Gain*
2	Composite	608	.7	96	.7	176	.7	2,033	1.2	11	.5
	Comprehension	-	-	530	.8	-	-	350	.8	-	-
3	Composite	576	.4	83	.6	154	.7	2,915	.7	-	-
	Comprehension	154	.7	586	.7	-	-	559	.8	-	-
4	Composite	587	.8	106	.5	280	.4	3,264	.9	12	.4
	Comprehension	142	.6	525	.7	-	-	498	.5	-	-
5	Composite	548	.4	85	1.1	158	.6	275	1.4	4	.8
	Comprehension	119	.7	451	.5	-	-	458	.5	-	-
6	Composite	763	.5	527	.6	27	.5	235	1.6	97	.5
	Comprehension	636	.9	395	.4	-	-	393	.6	-	-
7	Composite	38	.6	-	-	-	-	129	1.2	-	-
	Comprehension	112	.9	-	-	-	-	143	.9	-	-
8	Composite	191	0	-	-	-	-	39	1.8	-	-
	Comprehension	-	-	-	-	-	-	64	.5	-	-
9	Composite	-	-	-	-	-	-	50	1.7	-	-
	Comprehension	-	-	-	-	-	-	10	1.0	-	-
10	Composite	-	-	-	-	-	-	26	1.9	-	-
	Comprehension	-	-	-	-	-	-	10	.1	-	-
11	Composite	-	-	-	-	-	-	11	1.5	-	-
	Comprehension	-	-	-	-	-	-	2	-.6	-	-
12	Composite	-	-	-	-	-	-	1	2.0	-	-
	Comprehension	-	-	-	-	-	-	3	-.3	-	-

*Average gain per month of instruction

TABLE 12

GAINS EVIDENCED BY PUPILS IN READING PROGRAMS IN DISTRICTS LESS THAN 35,000 ADA (STRATA II DISTRICTS)

GRADE LEVEL	SUBTEST	TYPE OF INSTRUCTION: SMALL GROUP INSTRUCTION		INSTRUCTION IN REGULAR CLASSROOM BY TEACHER AND/OR AIDES		UTILIZATION OF LABORATORY TECHNIQUES		UNIDENTIFIABLE READING TECHNIQUES	
		Number of Pupils	Gain*	Number of Pupils	Gain*	Number of Pupils	Gain*	Number of Pupils	Gain*
2	Composite	881	1.0	44	.6	529	1.0	211	1.1
	Comprehension	174	1.1	-	-	-	-	12	1.8
3	Composite	984	.9	41	.5	688	.7	222	1.0
	Comprehension	589	1.0	-	-	369	1.0	15	1.6
4	Composite	1,377	.9	41	.7	482	.8	214	1.2
	Comprehension	564	.9	-	-	314	.9	14	1.9
5	Composite	1,201	.9	39	.5	428	.8	116	.7
	Comprehension	500	1.0	-	-	216	1.1	11	1.5
6	Composite	767	1.0	36	.7	263	.5	164	.9
	Comprehension	451	1.0	-	-	146	1.0	-	-
7	Composite	525	.8	60	.6	539	1.2	151	1.2
	Comprehension	301	.8	-	-	16	.9	-	-
8	Composite	464	.9	39	.5	148	.9	97	1.0
	Comprehension	20	1.3	-	-	18	.5	-	-
9	Composite	69	1.2	-	-	120	1.0	15	1.1
	Comprehension	54	-.2	-	-	7	.9	-	-
10	Composite	34	1.0	-	-	54	1.0	-	-
	Comprehension	-	-	-	-	6	.8	-	-
11	Composite	65	1.4	-	-	92	1.2	-	-
	Comprehension	-	-	-	-	12	1.1	-	-
12	Composite	20	1.1	-	-	56	1.3	-	-
	Comprehension	-	-	-	-	13	.9	-	-

*Average gain per month of instruction

It does appear that pupils in smaller districts achieved at a higher level than pupils in the largest districts in the state, but the percent of pupils in reading programs for whom test data were available is extremely low. The question must be raised as to which pupils' scores were made available, those for whom treatment proved to be successful or a valid sampling of all pupils who received supplementary instruction. Without this knowledge, it was not possible to judge the relative success of Title I funded programs.

All test data received from districts operating ESEA, Title I funded math programs and selected for the sample were analyzed together. The descriptions of these programs were insufficient to allow the Texas Education Agency to examine these programs by the type of instruction provided. Composite scores (total subtest scores) were submitted by some districts in each strata and are shown in Table 13. However, because of the way in which other districts reported, the data from the math concepts subtest were analyzed for Strata I and math computation scores were examined for Strata II.

Usable math test data were available from only 13.5 percent of the pupils in large school districts who were in supplementary math programs and 7.3 percent of the pupils in the smaller districts sampled which provided math programs.

TABLE 13

GAINS EVIDENCED BY PUPILS IN MATH PROGRAMS

		STRATA I DISTRICTS*		STRATA II DISTRICTS**	
GRADE LEVEL	SUBTEST	Number of Pupils	Gain***	Number of Pupils	Gain***
2	Composite	86	1.0	304	1.0
	Computation	-	-	38	1.4
3	Composite	357	.9	359	.9
	Computation	-	-	142	.9
4	Composite	118	.4	265	.8
	Concepts	401	.5	-	-
	Computation	-	-	158	1.0
5	Composite	150	.3	275	.9
	Concepts	249	.6	-	-
	Computation	-	-	146	1.0
6	Composite	1153	.6	218	.6
	Concepts	81	.3	-	-
	Computation	-	-	104	1.0
7	Composite	-	-	146	.8
	Concepts	206	1.0	-	-
8	Composite	-	-	120	.7
	Concepts	64	.7	-	-
9	Composite	-	-	64	1.0
10	Composite	-	-	7	.4
	Concepts	8	.7	-	-
11	Concepts	6	1.2	-	-
12	Concepts	8	1.3	-	-

*Strata I Districts - Districts having an ADA of 35,000 and over
**Strata II Districts - Districts having an ADA of less than 35,000
***Average gain per month of instruction

NONPUBLIC SCHOOL PROGRAMS FUNDED THROUGH ESEA, TITLE I

During the 1972-73 school year, there were 48 school districts in Texas which served as fiscal agents for ESEA, Title I funds flowing to nonpublic schools. There were 102 nonpublic schools in which a total of 6,053 educationally disadvantaged pupils were served and 84 percent of these were in Grades Kindergarten through Six. Of the total number of identified Title I pupils, 96 percent were involved in instructional activities funded through Title I and 46 percent received pupil services which were provided through Title I.

Table 14 indicates how Title I funds were utilized by the nonpublic schools. Note that 90 percent of all of these funds were used in providing instruction for pupils. The total amount of Title I funds expended by nonpublic schools was 1.6 percent of all Title I funds expended by school districts during the 1972-73 regular school term.

Note also that six percent of all the Title I funds in nonpublic schools were used in providing pupil services and 46 percent of all the Title I identified pupils benefited from these services, indicating that the extent to which pupil services are provided to these pupils is limited in scope.

In providing instructional activities, 97 teachers and 65 teacher aides were salaried either in whole or in part through ESEA, Title I. There were 32 other persons salaried through Title I who provided pupil services, and 3 librarians who were salaried either wholly or in part through Title I.

Table 15 provides information on the type of instruction and pupil services which the pupils in nonpublic schools received. Note that 84 percent of all the Title I participants in nonpublic schools were involved in supplementary reading instruction compared to 59 percent in Title I funded programs in public schools.

TABLE 14

EXPENDITURE OF ESEA, TITLE I FUNDS IN NONPUBLIC SCHOOLS

AREA OF EXPENDITURE	ESEA, TITLE I FUNDS EXPENDED	PERCENT OF TOTAL ESEA, TITLE I DOLLARS EXPENDED IN NONPUBLIC SCHOOL
Staff Development	$ 9,097	1.0 %
Instruction for Pupils	//////	//////
Personnel	770,396	85.2
Materials and Supplies	43,999	4.9
Pupil Services	56,728	6.3
Program Planning and Development	1,322	.2
Program Evaluation and Research	557	.06
Dissemination and Replication	141	.02
Instructional Media, Selection, Acquisition, Development, and Use	2,340	.3
General Administration	17,956	2.0
Equipment	1,326	.1
Construction and Remodeling	-	-
Parental Involvement	-	-
Total Expended By Nonpublic Schools	$903,862	100.00%

TABLE 15

PARTICIPATION OF PUPILS IN NONPUBLIC SCHOOLS
IN ESEA, TITLE I FUNDED ACTIVITIES

ACTIVITIES	NUMBER OF PUPILS PARTICIPATING	PERCENT OF TOTAL NONPUBLIC PARTICIPANTS
Reading	4967	83.6
Math	342	5.8
English Language Arts	930	15.6
Oral Language/ Language Development	481	8.1
Preschool (Instruction)	28	25.9
Natural Sciences/ Social Sciences	220	3.7
Enrichment Experiences	759	12.8
Physical Education, Health, Safety, Recreation	317	5.3
Special Education	66	1.1
Social Services	195	3.2
Food	414	6.8
Clothing	158	2.6
Transportation	519	8.6
Fees	94	1.6
Guidance and Counseling	1582	26.1
Psychological Services	169	2.8
Dental Screening	1125	18.6
Medical Screening	1035	17.1

SUMMER PROGRAMS FUNDED THROUGH ESEA, TITLE I

ESEA, Title I funded programs were operated in 152 school districts in the summer of 1973. A total of 36,560 pupils, or nine percent of the number which were involved during the regular term, participated in these summer activities which provided a wide range of experiences. Four percent of all Title I funds expended for FY 73 were for these summer programs.

Summer programs have without exception been designed for elementary level pupils. Approximately 87 percent of all the participants were in Grades Prekindergarten through Six. Participation by ethnicity was as follows: Spanish surname, 50 percent; Negro, 32 percent; and Others, 18 percent.

The number and percent of total summer participants are shown in Table 16 according to the various activities and services in which these pupils were involved.

The number of personnel providing the services and activities shown in Table 16 are as follows:

Elementary teachers	1,676
Secondary teachers	109
Elementary and secondary teachers	56
Teacher aides	1,138
Guidance counselors	16
Nurses	62
Social Services personnel	37
Other professional personnel	346
Other nonprofessional personnel	616

The expenditures for summer programs are shown in Table 17. The manner in which funds were expended for these summer programs is approximately the same as those expended during the regular term programs.

TABLE 16

PARTICIPATION IN SUMMER ACTIVITIES
FUNDED THROUGH ESEA, TITLE I

ACTIVITIES	NUMBER OF PUPILS PARTICIPATING	PERCENT OF TOTAL SUMMER PARTICIPANTS
Reading	20,412	55.8
Math	13,499	36.9
English Language Arts	9,506	26.0
Oral Language/ Language Development	11,222	30.7
Preschool	2,602	7.1
Natural Sciences/ Social Sciences	3,946	10.8
Enrichment Experiences	15,071	41.2
Physical Education and Health, Safety, Recreation	11,493	31.4
Special Education	184	.5
Bilingual Education	1,024	2.8
Social Services	4,086	11.2
Food	19,292	52.8
Clothing	1,218	3.3
Transportation	19,651	53.8
Fees	9,946	27.2
Guidance and Counseling	3,078	8.4
Psychological Services	291	.8
Dental Care		
Screening	7,415	20.3
Referral	1,240	3.4
Treatment By Nonschool Personnel	328	.9
Treatment By School Personnel	1,282	3.5
Medical Care		
Screening	8,009	21.9
Referral	1,013	2.8
Treatment By Nonschool Personnel	345	.9
Treatment By School Personnel	2.136	5.8

TABLE 17

EXPENDITURES FROM ESEA, TITLE I FUNDS
FOR SUMMER PROGRAMS

AREA OF EXPENDITURE	AMOUNT EXPENDED	PERCENT OF TOTAL EXPENDED FOR SUMMER PROGRAM
Staff Development	$ 34,282	1.3 %
Instruction for Pupils	//////	///////
Personnel	1,760,406	66.5
Materials and Supplies	250,026	9.4
Pupil Services	378,531	14.3
Program Planning and Development	27,390	1.0
Program Evaluation and Research	24,686	.9
Dissemination and Replication	2,198	.08
Instructional Media, Selection, Acquisition, Development, and Use	51,460	1.9
General Administration	86,381	3.3
Equipment	16,283	.6
Construction and Remodeling	13,547	.5
Parental Involvement	1,290	.05
Total Expended for Summer Programs	$2,646,480	100.00%

SUMMARY OF EXPENDITURE OF ESEA, TITLE I FUNDS FOR FY 73

Table 18 indicates the areas in which ESEA, Title I funds were expended in FY 73. The dollars shown in this table are all Title I funds expended in 1972-73 programs, including carry-over funds available from FY 72.

The information in Table 18 district size indicates that the smaller school districts (Strata II districts) expended approximately 9 percent more than the larger districts (Strata II districts) for instruction of pupils. Conversely, Strata I districts expended a greater percent of their funds in providing pupil services. The emphasis on the basic skills areas, reading, English language arts, and mathematics accounted for the use of approximately 65 percent of all Title I funds during the regular school term.

The overall per pupil cost of Title I programs for the regular term in Strata I districts was $157.45 and in Strata II districts, $140.11.

TABLE 18

SUMMARY OF ESEA, TITLE I FUNDS
EXPENDED IN 1972-73 PROGRAMS

AREA OF EXPENDITURE	ALL DISTRICTS	PERCENT OF TOTAL	STRATA I DISTRICTS	PERCENT OF TOTAL STRATA I	STRATA II DISTRICTS	PERCENT OF TOTAL STRATA II
Staff Development	$ 429,732	.7 %	$ 256,984	1.7%	$ 172,743	.4 %
Instruction for Pupils	//////	//////	//////	//////	//////	//////
Personnel	41,706,183	69.3	9,818,322	64.3	31,887,861	77.1
Materials and Supplies	2,399,802	4.0	1,097,086	7.2	1,302,716	3.2
Pupil Services	6,624,278	11.0	2,313,736	15.1	4,310,542	10.4
Program Planning and Development	288,625	.5	221,787	1.4	76,838	.2
Program Evaluation and Research	598,730	1.0	445,720	2.9	153,010	.4
Dissemination and Replication	67,380	.1	26,150	.2	41,230	.1
Instructional Media Selection, Acquisition, Development, Use	785,910	1.3	166,647	1.1	619,263	1.5
General Administration	2,362,652	3.9	618,678	4.0	1,743,974	4.2
Equipment	540,520	.9	220,795	1.4	319,725	.8
Construction and Remodeling	807,444	1.3	83,705	.5	723,739	1.7
Parental Involvement	42,078	.07	22,793	.2	19,285	.05
Summer Programs	2,646,480	4.4	-	-	-	-
Nonpublic Programs	903,862	1.5	-	-	-	-
Total	$60,203,676	100.00%	$15,282,408	100.00%	$41,370,926	100.00%